Vol. 119 APRIL 20, 1936 No. 8

APR 24 1936

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

Teacher Makes a Home Run

CHARLES J. DALTHORP

The Principal as Interpreter

W. O. FORMAN

Knight in Tinfoil

THE STORY THAT WON THIRD PRIZE

JOHN T. BROOKS

Working Out a Unit

DANIEL P. EGINTON

A School for the Aged

W. A. McKEEVER

The Technique of Home Visiting

GARRY C. MYERS

The News Digest OF EDUCATION

TWENTY CENTS $3 A YEAR

PUBLISHED AT BOSTON MASSACHUSETTS SINCE 1875

JOURNAL OF EDUCATION

THE UNIT-ACTIVITY READING SERIES

By NILA BANTON SMITH

These texts are meeting the needs of present day reading instruction by accomplishing the following objects.

1. Children who use these books are oriented in the modern world.
2. Initiative and mental growth are developed through the child's own activities which are promoted by the unit topics, the activity stories, and the supplementary materials.
3. The readers provide experience in group-living and children learn to work co-operatively with each other.
4. Ample freedom is allowed for individual self-expression.
5. The children are led to develop a tolerant understanding of other peoples, nations, and religions as well as our own.

Write for information about the rich program of accessory materials.

SILVER BURDETT COMPANY

New York Newark Boston Chicago San Francisco

TESTS—

for every need

WORLD BOOK COMPANY has long been the leader in the testing field. Our reputation for a wide selection of good, sound material is well established. School people know they can obtain from us what they want and they can rely on what they obtain. Write to our TEST SERVICE DEPARTMENT for information about our tests and how to use them. A new CATALOG OF STANDARD TESTS is now ready for you.

World Book Company

Yonkers-on-Hudson, New York
2126 Prairie Avenue, Chicago
14 Beacon Street, Boston

A new series that makes "reading readiness" a reality

The Child Development Readers

Under the Editorship of Julia Letheld Hahn

Reading readiness accomplished by means of orientation picture cards, a pre-primer booklet, illustrations that are a vital part of the content of the books, and a natural method of teaching procedure.

Teachers' manuals, clear, concise, and extremely simple.

HOUGHTON MIFFLIN COMPANY

Boston New York Chicago Atlanta Dallas San Francisco

The JOURNAL of EDUCATION

Twice a Month for Better Schools

ESTABLISHED 1875

ANSON W. BELDING, *Editor*

ISOBEL R. LAY, *Managing Editor*

Contributing Editors:

GARRY CLEVELAND MYERS DANIEL P. EGINTON

Advisory Editors:

A. R. BRUBACHER, President, N. Y. State College for Teachers, Albany
E. W. BUTTERFIELD, Connecticut Commissioner of Education
HAROLD G. CAMPBELL, Superintendent of Schools, New York City
PATRICK T. CAMPBELL, Superintendent of Schools, Boston
FRANK CODY, Superintendent of Schools, Detroit
ARTHUR DEAN, Educational Consultant, New York City
EVERETT V. PERKINS, Principal, Augusta, Maine
BURTON P. FOWLER, Headmaster, Tower Hill School, Wilmington
E. C. HARTWELL, Superintendent of Schools, Buffalo
HENRY W. HOLMES, Dean, Graduate School of Education, Harvard
VIERLING KERSEY, California Supt. of Public Instruction
WILLIAM McANDREW, Editor and Lecturer, Mamaroneck, N. Y.
A. B. MEREDITH, New York Univ.
WORTH McCLURE, Superintendent of Schools, Seattle
BERTRAM E. PACKARD, Maine Commissioner of Education
CARROLL R. REED, Superintendent of Schools, Minneapolis
AGNES SAMUELSON, Iowa Superintendent of Public Instruction
PAYSON SMITH, Lecturer, Graduate School of Education, Harvard
WILLIS A. SUTTON, Superintendent of Schools, Atlanta
CAROLINE S. WOODRUFF, Principal, Vermont State Normal School, Castleton
WALTER S. YOUNG, Superintendent of Schools, Worcester

OFFICE OF PUBLICATION: Six Park Street, Boston, Mass.

Contents for April 20, 1936

WORLD AT LESSONS 221
Summer Study
Evidently Well Schooled
Political Alternatives
Arrogance of Victory
How Much Is Enough?
One Less Rivalry

TEACHER MAKES A HOME RUN 223
Charles J. Dalthorp

THE PRINCIPAL AS INTERPRETER 224
W. O. Forman

THE PRINCIPAL'S JOB 225
Worth McClure

KNIGHT IN TINFOIL 226
John T. Brooks

WORKING OUT A UNIT 228
Daniel P. Eginton

A SCHOOL FOR THE AGED 229
W. A. McKeever

DON'T WORRY 231
George W. Lyon

THE TECHNIQUE OF HOME VISITING 232
Garry C. Myers

FROM A SCHOOLMAN'S DIARY 234
Francis Read

WHICH SUMMER SCHOOL? 235

BOOK REVIEWS 236

WINSHIPISMS 236

THE NEWS DIGEST 237

AMONG THE SCHOOLS 239

MEET THESE CONTRIBUTORS 240

GRINS BETWEEN GRINDS 242

THE JOURNAL OF EDUCATION is published the first and third Mondays in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are listed in Education Index.

The Editors Say...

Many of you are already making your plans for the summer vacation. You want to spend it profitably, of course. And we should like to be of whatever help we can. That is why we inaugurated our Travel Department some weeks ago and have been hinting of tours and cruises and journeys of all sorts in successive issues ever since.

But travel is not the only means of summer replenishment. Summer schools will claim many thousand registrants this season—YOU perhaps among them. What school to choose may be your question. And, if so, the information we have gathered for you about some of the typical and leading summer schools may assist you in selecting the one best suited to your needs. At any rate, you will be interested in looking over the thumbnail sketches of the respective offerings, on page 235.

•

Treasure Hunt

The hunters are on the scent of that old brass-bound Treasure Chest. In it are these letters:—

uuttttspoonnnliiihgedcbaa

Now it happens that those letters were borrowed from an advertisement in this issue, where they made sense; in fact, three words in a row. Restore the letters to their proper order; name the advertisement in which they occur; and speed your discovery into the nearest mailbox. Oh, yes; address it to Journal of Education Treasure Hunt, Six Park Street, Boston. And if yours is the first correct answer to reach us from your state, there's four months' subscription to this magazine at your disposal—to confer upon a friend, or to have for yourself if you haven't claimed this reward since last December.

No answers will be counted that are mailed after May 13.

A New English Series that Prepares for Life

ENGLISH ACTIVITIES

A Three-Book and a Six-Book Series for Grades Three to Eight

A Distinct Contribution to Educational Thought and Practice in Harmony with the Recent Report of the Curriculum Commission of the National Council of Teachers of English

IN the activity units in these books the pupils learn English by conversing, discussing, reporting, taking notes, outlining, keeping records, dramatizing, telling stories, writing letters and using reference books. These expressional activities occur in each grade with increasing difficulty and attainment.

THROUGHOUT, great emphasis is placed upon the pupil's growth in social attitudes, such as co-operation, orderliness, courtesy, listening, individual responsibility, recognition of the rights of others, community interest, etc. All these objectives are given conscious attention in the development of language power.

By W. WILBUR HATFIELD, *Editor of* THE ENGLISH JOURNAL, *Head of the Department of English, Chicago Normal College, Chairman Curriculum Commission of the National Council of Teachers of English,* E. E. LEWIS, *Professor of Education, Ohio State University, and* ***several other authors actively engaged in teaching***

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta Dallas San Francisco

The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

Volume 119 | Boston, April 20, 1936 | Number 8

World at Lessons

Summer Study

SOME have summer schooling wished upon them. Others wish it upon themselves. And whatever the driving force may be, tens of thousands will be driven by it in 1936, as in previous years and perhaps more so.

Studying at a summer session is hard work, as serious study always is at any place. But usually a good deal of play can be had along with the round of lectures, recitations, laboratory work or other forms of instruction. Many fine friendships grow out of summer sessions. Best benefit of all, to the educational worker, may be the stepping down from the position of authority to that of student and learner. It is good medicine, now and then, to be just one of the class instead of holding the sceptre over a lot of younger, less learned persons.

Shall one take courses in education or in one's particular field or specialty? A principal or superintendent often has sound advice to offer on that question. Each individual's aims or interests or deficiencies ought to be considered in determining the choice. For some, a wide divergence from the familiar everyday round of problems, whether professional or scholastic, would be best of all procedures. One teaches, as one lives, not by bread alone. If every teacher and every administrator in the schools of the United States would devote the major part of one summer to studying something entirely out of their line, something refreshingly fresh and revealing, their schools and students would gain immeasurably.

This will not happen—because in so many cases there are definite gaps to be bridged over.

The average of instruction in the summer schools is relatively above that of the winter terms, because of the selective process which culls out many of the professors who are overpaid or deep in ruts, in favor of the more alert, dynamic personalities, eager, enthusiastic, and edifying.

No one should go to school every summer. Physical upbuilding or professional growth may demand some radically different program—such as travel or camping or staying near home. One good thing about summer schools is—that they generally leave a margin of time before and after their sessions for other activities. Often, too, the definitely prescribed studies of the summer session constitute the only feature of the vacation period that one can look back upon as having made a contribution to one's self-improvement or to that replenishment of mental and spiritual energies which school people seem especially to require.

• • •

Evidently Well Schooled

THE statesmen of certain leading, not to say aggressive, nations quite evidently learned something at school besides their three R's and a little geography and history. They learned the fine art of timing misconduct at the psychological moment when disciplinary attention is focused elsewhere.

Japan selected a moment when European powers were pre-occupied with Italy's war in Africa to try to persuade five provinces of North China to become Japanishly "autonomous."

Hitler threw his troops into the demilitarized Rhineland while the world was debating oil sanctions against Italy.

And while Hitler's surprise move was absorbing diplomatic attention, Mussolini redoubled his war effort in Ethiopia, and even advanced into Britain's sphere of influence at Lake Tana and the head waters of the Blue Nile.

The schoolmaster whom the unruly ones seem to be keeping one eye on during these performances is Great Britain. Or is it the League?

Whatever it is—and it may be different at different times--the Disturbers of the Peace do demonstrate their understanding of when to cut up.

• • •

Political Alternatives

THE political scene has been enlivened only moderately by certain of the actors who, in one phrasing or another, have theatened to "take a walk." Al Smith coined the expression, but others have either borrowed or paraphrased it.

Senator Borah, for instance, says there is no chain around his neck. He has a hold-offish attitude toward the Republican convention. He may bolt his party if it fails to name a liberal candidate or to frame a liberal platform.

Those rebellious spirits among the politically prominent may as well reconcile themselves to two facts. First, that the Democrats will renominate Franklin Roosevelt and endorse the New Deal. The party in power is virtually forced to go before the country on its record of performance. If it goes back on its President or the acts of its Congress in carrying out his policies, it has nothing left to offer.

And those same politically-minded gentlemen may equally reconcile themselves to the fact that the Republicans will lean very strongly away from whatever Mr. Roosevelt and the New Deal have stood for. They will not choose any one as liberal as Mr. Borah.

• • •

Arrogance of Victory

EXULTANT with military victories in Ethiopia, Mussolini talks of what he will demand "by right of conquest."

There is nothing new in this arrogance of victory. History supports the theory that might makes right. And the failure of embargoes and other sanctions to cripple the Italian military arm, has left the League of Nations in a weak position to cope with Italian demands upon Ethiopia. Another political vivisection is in sight, and Ethiopia is to be the victim. The world, outside of Italy, had hoped for something better; the setting of a new precedent in international dealings; establishment of a security built on collective pledges. It did not work this time. But men will try again. Mankind learns slowly. A portion of him never learns. But higher standards of civilization gradually are set up. Some day even war may go out of fashion, and be confined to here and there a backward nation. But the good resolutions following the World War—coupled as they were with a trouble-breeding treaty of peace—did not accomplish the hoped-for miracle.

• • •

How Much Is Enough?

HOW much regimentation should teachers have by a principal or superintendent?

Visit two schools in the same city—a city where the superintendent believes in letting his principals pretty much run their own buildings.

One school is made up of a number of separate classrooms, each doing its own work in its own way. The principal almost never interferes. This does not improve the work of the less efficient teachers. On the other hand it does enable the better teachers to develop their individual plans without having to conform to rules or formulas devised for those who specially need such things.

The other school goes by clockwork. All teachers are held to a standard. Tasks must be completed on schedule time. The principal wants to know that if he visits a room at a certain minute he will find it doing exactly what has been prescribed. It would be a shock to him to find that the teacher had decided to devote a double period to history today and omit arithmetic; or vice-versa.

Perhaps the right amount of regulation is somewhere between the two schools referred to. But the determining factor will always be a certain composite of administrative and teaching personalities. No two schools will ever be just alike. Nor should they be. The dangers are at the two extremes—administrative indifference and administrative super-regulation.

• • •

One Less Rivalry

SLIGHT as were the tangible results of the recent naval arms conference in London—with Japan withdrawing because Britain and the United States would not agree to her building a navy as large as either of theirs, and with Italy hanging off because of Mediterranean conditions and soreness over sanctions—one point at least has been gained; namely, elimination of naval rivalry between Britain and the United States. The situation between these two nations in 1927 was different. At that time the London naval parleys broke up with signs of suspicion between Washington and London. Today, the two governments and even their naval staffs appear to be in full accord.

Admiral William H. Standley, chief of operations of the U. S. Navy, points out that the old divergence of views regarding the cruiser needs of the two nations has disappeared. The United States recognizes that the extent of Britain's empire calls for more cruisers than this nation requires for equal protection. Hence there will be no competitive construction along that line. And there is no longer to be any pledge of equality between the two fleets.

This implies that whatever the United States or Britain may do in naval construction will not be regarded by the other nation as a potential menace.

Anson W. Belding

Teacher Makes a Home Run

By CHARLES J. DALTHORP
Superintendent of Schools
Aberdeen, South Dakota

Illustrating the fact that it sometimes pays to give teachers a free hand and a challenge.

THE fourth week of school last fall a polite Hebrew tailor who had a son in high school came to my office to see what could be done to improve his son's school work. The father had been notified that his boy, Abraham, was failing in two of the four subjects he was carrying, and an improvement was mandatory to justify passing grades for the first six weeks' period. He explained his son seemed to have no interest in studying at home evenings, and spent all of his spare time playing sand lot baseball. The father recognized the boy as a good baseball pitcher, probably the best in the sand lot league, but he admitted he could see no connection between the lot baseball and school. He explained that his son spent every moment he had at home reading the sports pages of the daily papers, but apparently had no interest in national or international problems.

He hesitated long enough before his departure to ask me who did my tailoring, and to make a few none too complimentary remarks about the fit of my clothes. With my assurance I would have a conference with the boy and his teachers to see if we could not create some incentive for him to do better school work, I was finally successful in securing the father's withdrawal from my office.

I CONFER WITH ABIE

The next day I called Abie to the office for a conference about his work. We started with an informal chat about his classes which degenerated almost immediately into an athletic fanning bee. The boy knew more about athletics and athletes than any person I had ever known. He could name every pitcher from the time of Christy Mathewson to Schoolboy Rowe, he could give the batting averages of every hitter from the time of Babe Ruth to Mickey Cochrane, he knew the exact position of each team in both major leagues, and had selected the world's series contenders and the probable winner. In football he recounted the performances of Heston, Thorpe, and every modern All-American. He knew more track records than I thought existed, and had the points all distributed among the nations for the Olympic games, which were nearly a year away. I thought as he left the office what a superior student he would make if he would only divert a portion of the interest he had in athletics to his high school classes. I began to understand what the psychologist meant when he said: "A real learning situation cannot be created without genuine interest as an incentive."

I APPEAL FOR HELP

That evening I visited all of his teachers and told them if any of them could make the proper appeal to the boy I was sure he could do highly commendable work. I related to each of them the story concerning his interest in athletics, and told them of his almost uncanny ability for mastering statistical details concerning athletic events. I asked each of his teachers to report by the end of the week just what she would propose to help the boy to do better class work. By Friday night the reports had all reached my desk. Teacher one had engaged the boy in a long talk, and he had promised to devote more of his evenings to home study. Teacher two was requiring that he remain in her room for a half hour each evening for study under her supervision. Teacher three was not admitting him to her classes unless he had the lesson for each day carefully outlined. Teacher four sent this brief note: "Come to my class Monday and I will show you my plan." There was little hope in the first three plans, and a bare ray of broken sunshine in the last.

I GET A SURPRISE

On Monday I arranged my time so that I could visit teacher four's American history class. When I entered the room I found the chairs arranged in the most unconventional plan I had ever seen. The class group explained they were having a baseball game. Sure enough, there was a player sitting in right field, one in centre field, another in the pitcher's box and one in each other position. The players' benches were placed in the correct relative position to the field. There was a press box, an umpire's seat close to the pitcher, and a few ardent fans in the bleachers.

The game was called by the umpire. The pitcher threw three questions at each batter. If the batter answered correctly they gave him a base or more depending on the difficulty of the pitch. If the answer was

wrong and the correct answer was given by any member of the team with their "outs," the player answering was given a put-out or an assist. Three unanswered questions by the batter gave the pitcher a strike-out. When the pitcher tossed a question which was unfair the umpire called it a ball. There were utility players of all sorts. Relief pitchers were sent to the mound when the regular pitcher faltered and was no longer able to hurl no-hit questions. The best students were selected for pitchers and umpires. The class made a week of it with the winner being crowned the champion of the world. I went back every day. Abie either was the starting or relief pitcher each day after the first, and his team, the Athletics, won the championship. Abie passed his history with flying colors that six weeks and has every period since.

•

Yes, I guess the psychologist spoke words of wisdom who said: "If every teacher had the ingenuity to gear her teaching to the ability of her pupils with interest as the basis of organization, we would have a happier and more successful group of school pupils than we have today."

The Principal as Interpreter

By W. O. FORMAN
Principal, Junior High School
Morgantown, West Virginia

"Changed times demand changed schools. How is the public to understand this change....?"

THE principal of a school must be a many-sided man. In his major duties not only must he be co-ordinator and supervisor, but also must he be the interpreter of the schools to the public as well, an obligation which is growing larger everyday.

Do the schools need to be interpreted to the public? If we are standing still or going backward, I would say, no. But we are not standing still, for we all know that things are changing so fast it is almost impossible to keep up with them. Standards of living are changing as are methods of communication and transportation. The model T Ford went to the junk pile only yesterday, it seems. New car models of all description dazzle our eyes. Pupils are thrown into a moving-picture world where standards of one class are constantly pictured. If these standards are wrong, must not the school be alert to seek to protect society and must it not interpret its purposes and plans? A teacher trained ten years ago would come back to find herself most helpless in methods and plans today.

Schools are the agency of the people to protect themselves and advance themselves from where they are to where they want to go. There are, and always have been meddlers. These people would commercialize our schools for jobs and financial gain unless the principal stood on guard to protect the interests and rights of pupils. These interests and rights are best protected if the public is not misinformed.

Changed times demand changed schools. How is the public to understand this change unless the principal, who must be a trained expert in his field, correctly interprets the schools to the public? Today new and scientific methods of measuring progress can be used by the principal. There is no guess work about it.

THE PROBLEM

But what kind of interpretation does the public want? Does it want the schools interpreted on the basis of opinion, on what some individual thinks is so without any reliable basis for that thinking? And by reliable basis I do not mean a *few isolated* cases which are given to prove something. Everybody has opinions about things, but these opinions are too often based on a few exceptions. What some one *thinks* about a situation has nothing to do with the case. What are the *facts* regarding the *majority* and what are the results of the great majority? These are what count! The new public forums which are growing in our nation will do much to put people's thinking on the right track and help them to protect their schools against such dangerous influences as opinions based on a few scattered failures.

Shall we interpret our schools by comparing them to other cities? This is not safe for two reasons: (1) Too many communities in the past few years

have walled themselves in, so to speak. They have considered themselves sufficient unto themselves to hire only *local teachers* thus losing sight of the main issue, the pupil. These communities wall in or shut in their faults and bad practices. (2) City surveys made by nationally prominent educators reveal the fact they have failed to find the thing of greatest value. The national survey revealed a tendency to make the junior high school, for instance, a glorified seventh and eighth grade. If the junior high school is pronounced a failure, it is because it never had a chance and was nothing but a name.

On what, then, shall we depend for our reliable interpretation? How shall we be able to know when our schools are interpreted correctly? How shall we separate the right from the wrong? In the first place, there are some things in school work which may be measured very accurately today. For instance, there are the writing skills, and reading skills, knowledges in formal grammar, and abilities in arithmetic which may be measured from time to time to show progress of the school. Such facts as these when scientifically tested for accuracy should be the most reliable proof possible. They refute such dangerous statements as "They don't learn anything," or "They use the wrong method," or "They don't do as I did when I went to school."

THE WHOLE CHILD

But let us go further. The school is teaching today far more than reading, writing and arithmetic. These other things, which it is teaching, are often called the intangibles, the things we cannot touch. They are often called ways of behaving. Here are some of them: Always tries, doing his or her best, is courteous, is improving, is industrious, obedient, self-reliant, plays fair, pride in school appearance, pride in own appearance, respects others' rights, shows self-control, sticks to task, tardy record, thrifty, wastes no material, work carefully done, works well with others, does not depend on others, carries responsibility.

"Do the schools need to be interpreted to the public? If we are standing still or going backward, I would say, no. But we are not standing still, for we all know that things are changing so fast it is almost impossible to keep up with them."

Is it possible to measure progress which pupils are making in these things? Yes, indeed, and very accurately. This is being done in the Morgantown Junior High School.

Then, again, how will the public know just what the school is doing to guide pupils in educational and vocational guidance, moral and ethical behavior, social adjustment and control, leisure time activity, and creative education unless the trained principal can interpret these things to the public and show that his school is today attempting to educate the *whole* child?

WHAT THE PUBLIC ASKS

In a survey made by asking more than 5,000 patrons just what they wanted to know about their school, it was learned by Belmont Farley of the National Education Association that patrons wanted to know first of all *What* their children were being taught, *how* they were being taught, what were the *results* achieved, and how the public school affected the physical welfare of their children. No matter what the city studied, parents ranked these four first. "Citizens may differ in politics and religion, traditions and prejudices, and be totally unlike in racial origin and present environment; they may be in great cities, suburban, middle plains, commercial, agricultural, New England manufacturing, mountain mining region, southern commercial, or oil refining," yet their dominant interests in the public schools are just the same.

It is not enough, however, to tell the public only those things that they want, important as that is. Equally fatal would it be to try to substitute something "just as good." Many a brave effort has been wrecked on the "substitute" reef! The usual school publication falls short in *public* interpretation and is long on *pupil* interpretation. If extra-curricular things come along bringing up the rear with such a miserable showing, then the principal has a large obligation on his hands to sell these new features to a public which really wants not just a good school but the best school.

THE PRINCIPAL'S JOB

The principal's job is essentially that of teaching. He is a vicarious teacher of pupils. He is a teacher of teachers, of parents, of the public. He will do well to bring to his leadership the best teaching method that he knows; to remember that teaching is the cultivation of growth, not a stuffing process; that his main contribution is to capitalize the latent human resources of his school-community; that he must be humble enough to learn from pupils, teachers, and patrons; strong enough to lead.

—Worth McClure, Superintendent, Seattle, Washington.

Knight in Tinfoil

By JOHN T. BROOKS
Aliquippa, Pennsylvania

Awarded Third Prize in The Journal of Education's Third Annual Short Story Contest

RENNY BASCOM, red-headed and aged fourteen, picked himself up from the floor. His legs were weak and his spirit wilted. He felt no resentment—only a staggering disbelief that such a thing could have happened to him. Happened here before his friends and classmates, who had so often listened to his enthusiasms concerning this god among men. But the bulging numbness of his jaw, the glaring anger of Mr. Smith hovering above Renny's bent head, and the shocked silence of the schoolroom made the whole incident real enough. Too real!

As the teacher's heavy hand had struck, a tiny flame inside Renny flickered and went out. The blow, like an exclamation point, had punctuated a stream of scathing invective falling from Mr. Smith's lips. The extinguished spark had long been the focal point of a youthful glow inspired by the merest glimpse of Renny's favorite teacher from afar.

A year ago as a freshman he had first experienced it. Mr. Smith had hit a home-run in a baseball game between the High School Faculty team and the Firemen. Renny cheered lustily as the teacher flashed across the home-plate and sauntered unconcernedly to the dugout. Apparently unimpressed by his winning run, the athletic pedagogue seated himself upon the bench to knock the clay from his spikes as a baseball hero should. Looking up suddenly he had smiled into the eyes of the nearby, gaping Renny.

Three months after that the tiny torch glowed still brighter in the youth's breast. Seated in the front row of the High School Auditorium, he was bringing his palms together in vigorous accord with the rest of the audience, acclaiming Mr. Smith's dramatic ability in the faculty minstrel show.

"Boy!" he beamed up at his father. "Can't he tap-dance? Ain't he some piano player? The fellas say he's as funny as that in class, too. I have him fer English next year! Gee!"

The father smiled down at his son's freckled face. It beamed with idolatry, and he clapped harder. "Maybe you'll like English then, son. Perhaps he can help you change those D's to A's."

•

Then came the day when Renny's name was printed neatly between the covers of Mr. Smith's roll book. It was in there with scores of other names of sophomores taking second year grammar and composition. If the array of grades following Renny's name fluctuated between C and D as the school year wore on, it wasn't because Renny was not interested or still disliked English. It was because he had difficulty seeing the blackboard. He was blinded by the shining armor on the knight wielding a pointer in front of the class.

He would come home at noon, bustling into the house for his lunch, and bursting with Mr. Smith's "latest."

"Hey, Pa! Hey, Ma! You shoulda heard Mr. Smith today!"

His father would wink at Mrs. Bascom as they sat down to the lunch table. As soon as Mr. Bascom had pronounced "Amen" after grace, Renny would reach for a piece of graham bread and wave it in the air, talking excitedly:—

"Mr. Smith sez to Lou Rhinehart: 'Decline the present tense of *to be.*' Lou answers: 'I am, you are, she *isn't!*' And the whole class starts laughing. Mr. Smith laughed a little, too. And when everything quiets down, why he looks at Lou and sez, real calm-like: 'Don't get funny, Mr. Rhinehart, yer looks'll carry ya through!"

Renny would laugh and almost shake his head into his soup plate.

"Ya know how homely Lou *is*. Gee whiz! Ya can't get ahead of Mr. Smith—he's a card! I'd of hated to be in Lou's shoes right then, I c'n tellya!"

Mr. and Mrs. Bascom would exchange looks and turn the corners of their mouths down.

•

But there came the time toward the end of the semester when Renny stood beside the instructor's desk after English class. In painful, embarrassed gratitude he tried to tell his idol how he felt about him.

"I get it now, Mr. Smith, about participles and infinitives. They're soft! *You* make 'em so—so—. Well, they're easy, cuz ya—. Well, ya see, I—."

He choked. Then he felt like a fool. Why say! He hadn't thought! He wasn't just sucking around the way the girls did trying to wiggle an A out

of the teacher. He merely wanted to express some honest appreciation.

Mr. Smith looked at him expectantly. A trifle preoccupied, perhaps, for he was getting ready for the next class.

"Yes?" he said, tapping the homework papers together.

The pupil tried again: "I ain't been—."

"*Haven't* been," corrected the teacher briskly.

Those in Mr. Smith's next English class were nearly all seated, and here he still was taking up Mr. Smith's time.

"Nuthin'!" gasped the boy. And he fled.

On the way to the gymnasium his eyes smarted over his bungling. Did Mr. Smith class him with those girls? Sucking around? Couldn't blame him if he did. Dumb cluck! Hemming and hawing that way! He didn't stutter like that talking to the other teachers. But he didn't feel about them the way he did about Mr. Smith, either. Renny smiled grimly to himself. He'd work harder than ever and show the man on paper how much he appreciated him. He didn't do so well in class recitation perhaps, but his papers weren't so bad. He was pretty sure of himself for the test tomorrow. When report cards came out next month, he'd surprise his father.

•

Next morning, fourth period, he was full of correct grammar. Completing the test before the bell rang, Renny turned his paper over and proceeded to worship his hero. He leaned his cheek against his hand and watched him walk slowly around the room. No one cheated in Mr. Smith's classes.

He sat there wondering if, some day, he could get into State College. That's where Mr. Smith had graduated. He took it for granted that Mr. Smith must have been the most popular man there. Football star, boxing team—. How grand if he could impress Mr. Smith with his wit sometime. The fellows laughed now and then at things Renny said.

Say, for instance, if Mr. Smith would ask: "Bascom, what do we mean by 'passive voice'?" Why, he'd kind of grin back at him and say real fast-like—well, let's see now. What could he say? What would a good wise-cracky answer be?

•

A dig in his back interrupted Renny's reverie. He turned sideways to direct a questioning look at the prodder. It was Ben Harvey, a big boy with a little mind. With a shifty glance at Mr. Smith's back, Ben whispered: "Lemme see yer paper!"

Renny gave him a horrified stare and shook his head vehemently. It amounted to sacrilege. Cheating in Mr. Smith's class! He saw Ben Harvey's eyes drop to his paper, and his countenance assume a sudden, innocently studious appearance. Renny felt Mr. Smith's presence behind him before he heard his voice.

"Turn around, Bascom! You'll get a stiff neck."

Renny looked up at his teacher sheepishly. He scrutinized his features trying to decide whether or not he was suspected of cheating. The face above him was a cold, impersonal mask.

Mr. Smith was used to expressions of shocked innocence on high school pupils' faces. He had often seen the same thing on gibbering, gum-chewing girls whom he had told to stop whispering in study-hall.

"Mr. Smith," started Renny, his heart fluttering, "I—I—wasn't—"

"No," said his idol calmly, "I suppose not."

Of all people to suspect him, for Pete's sake!

"But Mr. Smith! I was just—"

"Quiet."

"Please, sir—"

"Quiet, I said! I'll overlook it this time."

Gareth in their literature books could not have endured Launcelot's scorn any better than this youth, but Gareth, too, would have tried to straighten out a misunderstanding.

"But, sir, I wasn't doing—"

The teacher wheeled. His face was livid. "Shut up!" he roared.

What prompted the boy to answer as he did? Had he been asked, he wouldn't have known. Did he want to show the man he harbored no ill will toward his suspicions? It may have been an attempt at sophistication. Or, trying to crawl into the teacher's range of snappy comebacks, had he fallen back upon a hackneyed attempt at humor going the rounds of the schools just then? The big boys used it to give out the impression their lazy minds were alert.

"Okay, Toots," whimpered the lad in a last effort to hold his own before his classmates and his hero.

It was then the little altar-fire in him was smothered. He had no idea that anyone, let alone Mr. Smith, could say such mean things. If it had only been someone else's palm. Not Mr. Smith's. But what made it impossible for Renny to check those shuddering sobs was the misunderstanding.

He wept it over and over to himself. If Mr. Smith only knew; if Mr. Smith only *realized!* And he never would. The idol was busy with a handkerchief at the back of the room, flicking a spot of clay from his otherwise spotless shoes.

When the noon bell rang, Renny wandered home. His insides were empty, but not from food hunger.

Working Out a Unit

By DANIEL P. EGINTON

SOMETIME ago I received a letter from a teacher stating that she would appreciate some specific principles for using creative educational methods. Since her problem is such a common one in curriculum planning and educational method, it seems desirable to provide others with the suggestions I offered her.

It is helpful to divide a project or unit into four parts or phases of an organic whole. These are different, but not distinct. Kilpatrick has appropriately called them initiating, planning, executing, and evaluating. Let us consider each separately.

INITIATING A UNIT

Initiating or starting a unit properly is a difficult and important undertaking. It generally involves several introductory or exploratory activities which should be thoroughly discussed and analyzed, in order to discover and define the interests and wants of the pupils, and to help them see the problem or unit as a logical whole. This is vital for proper integration, that is, to insure that part will fit with part and be properly understood.

The following suggestions are being observed helpfully:—

1. The "leads" which may be developed into a satisfactory unit should spring from strong and abiding interests of pupils.
2. The teacher should be able to detect "leads" and to help students to test, broaden, and deepen them.
3. Pupils should carry out many orienting and introductory activities relating to the problem or to the things they wish to do.
4. The teacher should help the pupils find suitable reading and other materials and make these easily available.
5. There should be many chances for pupils to initiate and suggest things they would like to do.
6. Pupils should be encouraged to bring to the group the suggestions they gained during out-of-school hours.
7. Pupils should be asked frequently what they would like to do that would be worthwhile.
8. Teachers should help set the stage for a unit by doing such things as raising questions, encouraging discussion and research, bringing interesting things into the classroom, and cultivating the curiosities of pupils.

PLANNING THE ACTIVITIES

After pupils have carefully explored many possibilities in connection with the proposed unit and decided they would like to develop many of them further, it is necessary for the teacher to help them to plan the next steps carefully to insure order of activities, appropriateness, thoroughness, and efficiency.

Most of the planning should be done in group discussions followed by many individual and committee conferences. The following additional ideas should be observed:—

1. The needs and difficulties of each pupil should be scientifically determined.
2. The teacher should help pupils record the questions which they would like to have answered and also the things they would like to do.
3. An analysis should be made of the things pupils may do in the home and community to contribute to the unit.
4. Pupils should form committees to work on a problem and report a plan of action to the group later.
5. The various types of activities — orienting, building, research, group discussion, drill, appreciating, and culminating—should be considered.
6. The teacher should help the group define and list the outcomes expected and plan suitable tests and measures of growth.*
7. The professional staff of the school and the leaders of the other educational agencies should help pupils plan to integrate their activities.
8. Pupils should be aided to plan activities especially suited to their interests, needs, and capacities.
9. The teacher should check to see that each pupil knows what he is to do, how, and when he is to do it.
10. Planning should be done at such times as it seems best.
11. Pupils with common interests should form committees.

EXECUTING THE PLANS

The next step is executing the plans. The following should be observed in connection with this phase of the unit:—

1. Things should be done at the time and place best suited for that particular activity.
2. As soon as a pupil or committee completes one activity, the next thing planned should be done.
3. Special work periods should be provided so pupils will be free to carry on in their own manner.
4. There should be many chances for group and committee work.

---

* See Eginton, D. P., Tests and Measures of Satisfactory Growth, Educational Method, December, 1935.

5. Pupils should be held intelligently to their tasks.

6. Pupils should make a list of the things which they would like to do as soon as they have completed their present activities.

7. Careful records of the major experiences of each pupil should be kept.

8. The class or group should meet as a whole only when there are problems of common interest.

9. Pupils should be encouraged to bring community resources into the classroom.

EVALUATING RESULTS

Pupils may learn more from evaluating activities than from executing them! They should share in all judgments.

1. The results of each individual or group activity should be carefully evaluated at the time of completion—day by day.

2. The teacher should help stimulate and guide the evaluation experiences.

3. Parents and others associated with the pupils should share in the determination of how well pupils are growing.

4. Criteria for many activities, such as a committee report, should be carefully drawn up to guide the students.

5. Written examinations should be used sparingly, since they test only the elements of growth —never the Gestalt.

6. The spirit of evaluation should be helpful and sympathetic, but critical and scientific.

A School for the Aged

By W. A. McKEEVER
Oklahoma City, Oklahoma

1. To make life after seventy more cheerful, more interesting, more indoctrinated with living ideals.
2. To make it possible for aged persons to get together, to become mutually acquainted and to become mutually helpful.
3. To do away with the loneliness, excludedness, mental dullness and spiritual poverty of men and women traditionally classified as "old folks," and the like.
4. To provide free monthly mass assemblies for all who have passed the three-score-and-ten mark, whereat they may participate in programs of their own and exchange ideas and ideals as to a happier maturity.
5. To inspire these aged ones to seek the means of better physical well-being, quickened mentality, more extended sociability, and enriched spiritual understanding—a prolonged, more abundant life after seventy.
6. To give every member some kind of public recognition and approbation, an opportunity to display his peculiar virtues, hobbies, worthier modes of living a life of physical, mental and spiritual abundance.
7. To encourage each member to continue to pursue some hobby, task or regular employment suited to his age and interests—industry, art, literature, social service, Bible study, truth seeking, or what he will.
8. To inspire each member so to live that the example of his life may be an inspiration to others.

A STRANGE KIND OF SCHOOL

WITH the eight ideals stated above as a sort of working platform, I am conducting in Oklahoma City, a so-called School of Maturates, with an enrollment to date of more than 900 men and women who have passed three score and ten. Not "Old Folks," not "Old Men and Women," but persons who have reached a possible new and enriched maturity, and who are now ready to go forward to a better, happier and more glorified human existence. There are no dues, fees, or tuition charges in this school. The one pre-requisite for admission is to have reached seventy.

The idea is that of a school and not merely a club—a school of regular monthly sessions, where the members take their turn with program performances, with testimonies of better living, with an exchange of ways and means, ideas and ideals for a prolonged life of physical, mental, spiritual radiance. Between sessions I visit the members personally in their homes, especially the lonely, the ailing, the more aged and the shut-in members. I sing with them, pray with them, laugh with them, or leave them a detailed plan of psychophysical or spiritual rejuvenation, as each case may seem to require. This personal service takes about one half of my average long day. I arise at 5 a. m.

My oldest "boy" pupil will be 112 his next birthday, having been born August 9, 1824. My oldest "girl" pupil is past 102, and there are four other centenarians. I have about forty

in the 90's, about three hundred in the 80's, and hundreds in the upper 70's. Also there are about seventy married pairs in the school membership. These I call upon at times to give testimony as to how to stay married.

The "oldest boy in the class" is J. J. Allen, a truck farmer, who plowed for 100 years, raised a full crop of corn at 104, and is still working regularly in his big garden. He chews with his fourth set of teeth, cut when he was only 88, lives a very simple life, and refuses to entertain thoughts of old age. "Old age is mostly laziness," he says, "and I am not thinking about that." Then I have a sprightly youth of 91 years, who works regularly at his bench as shoe cobbler, and many in the 80's who are carrying on with full time employment.

Scores of my pupils are conspicuous for their productive genius, as artists, musicians, verse makers, song writers, inventors, soil culturists, handicraft men, needle artists, housekeepers, and what not. Something for every member to do, is our general watchword, and all are headed in their thought and endeavors toward what we call a "Live-a-Century Program." During the eight months of the school's existence the interest in life in all its vitalizing departments has imparted so much hope and inspiration that the mortality rate among the members has fallen decidedly below normal. "No, I am not nearly through yet, and I am not thinking of quitting," said a 98-year-old mother member who keeps house for her "boy Johnny," who is 80.

I regard the aged men and women among us as our most neglected, most underprivileged class. I acquired a "love complex" for them when a child playing with my beloved grandparents. As long ago as 1913, while I was a professor at the Kansas State College, and my 90-year-old father was still living, I conducted a class for a term, all over 80, and discovered the splendid possibilities of such a school. Now, the dream of my life is coming true in the functioning of this larger school, and I am looking at it as a life job. Spiritual growth and understanding is our highest aim, of course.

After years of serious study of all phases of the life of the aged I am led to the conclusion that practically none of them die a natural death, but that they are taken off by infirmities brought on by errors in diet and by other conditions of living which force physical debility and senility upon them. An enforced regimen of balanced behavior, as to diet, exercise, a personal interest in life, people and things, something worthwhile to do as a daily task or hobby—these agencies, carefully planned and managed, will prolong the life of the aged indefinitely.

It is little short of sensational to observe the curative, vitalizing effects of a strict regimen of diet predominantly alkaline, when enforced upon the ordinary man or woman in the upper century brackets. They show new "pep," marked recuperation within two or three days, and this increase of bodily and mental well-being may be continued indefinitely, or at least till what we know as good, normal conditions are reached. I have personally prevailed upon hundreds of the aged to try this method of eating, and am thoroughly convinced as to its efficacy.

But eating right is not the whole process of psychophysical regeneration of those of the grandparent age. It is the first and the fundamental step, however. For more than a year I have been giving regular classroom instruction to hundreds of these neglected and mistreated friends, with not one, but ten points included in the course of study. Their response has been most cheering and even surprising. They are glad to recite in turn, as do the pupils of our public schools, and explain how they are living up to the requirements of our ten-point

LIVE A CENTURY PROGRAM:

1. Keep the blood alkaline—by living predominantly on fruits and vegetables.
2. Seek perfect elimination—by means of liberal use of laxative fruit and vegetable liquors instead of drugs.
3. Continue industrious—by means of some light work, hobby, or project sufficient to entice permanent interest.
4. Have some regular amusement—by means of plays, sports, theatre attendance, social games or humorous literature.
5. Get out daily—for a stroll, an auto drive, a walk for exercise, and without regard to weather conditions.
6. Observe current events—by regularly sketching the press news and magazines, by discussing world events with others.
7. Cultivate friendships — by seeking new, and by keeping alive old, acquaintances, and by calling on other aged persons.
8. Avoid complaining — sidestep gossip, fault finding, complaints, and decrying of the behavior of the young generation.
9. Keep religion active—by attending church and by participating in church activities, also by the practice of meditation.
10. Cultivate philosophy — by reflecting cheerfully on world progress, the meaning of life, human destiny and immortality.

Don't Worry

By GEORGE W. LYON

Worry is one of life's greatest liabilities. It is a mortgage on health, happiness, optimism and prosperity. It is one of the evils that dog the heels of humanity.

None of us are quite free from worry, and with some people it becomes a positive obsession, indeed really a part of their lives. (Too much so with teachers.)

Paradoxically enough, these people are not happy unless they are miserable, and how miserable they can make the lives of others who must live or work with them. (This is certainly true.)

Worry affects the rich and the poor alike, the educated and the uneducated, the religious and the irreligious, the philosopher and the fool.

Some worries are figments of the imagination, and others very real indeed.

What are the worries of the rich?

Well, the millionaire banker has had a poor day, if he has not been able to put over a big business deal, turning over millions to make other millions in profits. After such a day he has a sleepless night. Gradually he drifts into insomnia, and is proud of it, for the poor, as a class, sleep well.

What are the worries of the poor? We think them very real, of course, when they relate to actual physical needs, such as food, clothing and shelter. And yet a man is not poor on a single loaf of bread, provided he sell half that loaf, and with the dole buy hyacinths to feed his soul. A Greek poet-philosopher said as much hundreds of years ago.

Did a millionaire banker ever follow this advice? No. Let the banker feed his soul on economics and finance; leave poetry and philosophy to the poor.

How pathetically ironical are the philosophers and the psychologists who are given to worrying!

Physician, heal thyself!

What has their philosophy and psychology taught them? Nothing! (Yes, a teacher will "major" in philosophy and psychology in college, and never later apply any of it to her own life.)

Remember worry is always negative.

Cultivate a positive, optimistic and cheerful state of mind.

Worry is the interest you pay on the trouble you have borrowed.

Don't pay interest on borrowed trouble.

DON'T WORRY!

SUMMER SCHOOL
AT
HARVARD UNIVERSITY
SCHOOL OF ARTS AND SCIENCES
AND OF EDUCATION

July 6-August 15, 1936

Courses in Education

Philosophy of Education
Educational Psychology
Educational Administration
Elementary Education
Secondary Education
Educational Measurement and Statistics
Vocational Education
Commercial Education
Vocational and Educational Guidance
THE TEACHING OF SCHOOL SUBJECTS
English, Social Studies, Science
Mathematics, French
DEMONSTRATION CLASS IN ENGLISH

A series of special Conferences on Problems in Education under the leadership of outstanding authorities

Summer School courses in Education may be counted by qualified students toward the degree of Master of Education or Master of Arts in Teaching

For detailed information, address
THE HARVARD SUMMER SCHOOL
R UNIVERSITY HALL
Cambridge, Massachusetts

WHY are

THE ALICE AND JERRY BOOKS

the
outstanding
publication
of the
year?

If you are interested in basic primary readers, write for a full description.

Row, Peterson and Company
Evanston, Illinois
SAN FRANCISCO NEW YORK

The Technique of Home Visiting

By GARRY C. MYERS

IT is heartening to observe in many places the increasing recognition by the school of the home, and the gradually growing eagerness of teachers to acquire first-hand acquaintance with the human backgrounds of pupils.

The problem of home visiting by the teacher is involved. Although the skillful teacher with broad human interest and sympathy acquires invaluable aids in appreciating the personality and behavior of each pupil through her day by day contact with him at school, she still lacks a vast deal of experience essential to her best understanding of him unless she has been in his home and has seen him with his parents.

Each pupil becomes more real as a person to the teacher after she has met the other members of his family, been inside his house with them, and observed the immediate neighborhood. Henceforth as she talks to this pupil or thinks of him, all these wider home associations tend to come to her mind. They help her know him better. As a result, he feels she understands him better. Accordingly she has more resources at her command for appealing to his learning interest and for winning his co-operation. Traits in his personality and behavior she can deal with more intelligently. If she is puzzled about some item of unsatisfactory conduct in him she, having met his home folk, will the more readily contact them further. She will seek more eagerly their co-operation in coping with such problems.

And they, having met the teacher agreeably and been impressed with her sincere human interest in their child, will be the more disposed to contribute what they can to a reasonable solution of the problem. There will be times when the teacher will discover that the parents have failed to understand the child. Times also there will be when the parents will find the teachers have failed to understand him. If, therefore, a wholesome feeling has been engendered between the teacher and parent through the visit, each will find it easier to approach the other on such matters, and each will have been prepared the better to appreciate the other's point of view.

Furthermore, these closer teacher-parent contacts enable home and school to make training in citizenship continuous, therefore more effective. Accordingly, self-management and student participation at school ought to grow more effective and be more enjoyable to all concerned.

YOUNG CHILDREN APPROVE

As a rule, the younger the school child is, the more welcome and effective is home visiting. Children of the elementary grades are eager to have their teachers come to their homes and their parents visit the school. On entering junior high, however, the pupil suddenly assumes a different attitude. He begs his parents not to come to school except for public programs; and they rarely do. He feels he is growing up and that the parents' visit will be interpreted by his schoolmates as undue parental supervision, or that the visit will suggest that he is in trouble with some teacher or that some undeserved favor on his behalf is being sought. And yet this is the very time in the child's school life when closer home-school acquaintance and co-operation would, from the point of view of home and school, seem most desirable.

In like manner, the junior and senior high school student would not ordinarily choose to have his parents invite one of his teachers home for dinner. Other students might, he fears, suppose that he and his parents are courting favors from the teacher. This attitude of growing youth renders the home visiting problem in respect to homes of junior and senior high school students vastly more difficult than in regard to homes of children in the elementary grades. Although some parent organizations, like the P. T. A., have been able to reduce these resistances of adolescent psychology, they have not, and probably never will, nearly overcome them. Perhaps home visiting beyond the sixth grade should be selective rather than general.

But there seems to be no basic psychological barrier to general home visiting in connection with the elementary grades.

POINTS TO REMEMBER

The teacher who aims to visit all or nearly all the families of her pupils will want to cultivate a good technique. To be most effective, her procedure should differ with different types of communities. In the more favored socio-economic neighborhood she probably will choose to make the call somewhat formal (unannounced). In certain other neighborhoods she might find it advisable to herald through the pupil the approximate time when she will call. Rather, she might find it best to set the stage so that through each pupil she will first be in-

GOING PLACES
THIS SUMMER?

Write us for information about any of the following: —

1 Montreal and Quebec
7 days, $79.50

From Boston every Sunday by Private Limousine. All expenses including meals. Via Mohawk Trail, Adirondacks, Laurentian and White Mountains.

2 Gaspe **14 days, $145**

From Boston every Sunday, unusual Motor Tour along the St. Lawrence. All expenses. Personally escorted. Via Adirondacks, Montreal, Quebec, to Gaspe Village, New Brunswick, and Maine Coast to Boston.

3 Atlantic Sea Cruise
16 days, $88

From Boston every Saturday. All expenses, including meals. Via Baltimore, Savannah, Jacksonville, Washington.

4 Virginia and North Carolina
11 days, $124.50

From Boston, July 13, August 3, August 24. A land cruise by private motor; personally escorted. New York, Philadelphia, Baltimore, Washington, Arlington, Shenandoah Valley, Natural Bridge, Roanoke, Black Mountains, through Tobacco and Cotton Belts, Mount Vernon, Valley Forge, New York, Boston.

5 Grand Circle, EUROPE
46 days, $589

Weekly Sailings begin June 6 from Boston, New York, Montreal. Escorted tour via Mediterranean and north through Europe to England.

6 Six-Country Special, EUROPE
32 to 38 days, $397-$447

Weekly beginning June 11 from Boston, New York, Montreal. Escorted. Rural England, Holland, Belgium, Germany, Switzerland, and France.

7 Literature Tour, ENGLAND
38 days, $595

June 27 from New York, June 28 from Boston. Escorted Tour. Includes Scotland and Wales.

•

Ask about Specially Arranged Trips from your home to PORTLAND, OREGON, for N. E. A. CONVENTION.

Visit ALASKA, MEXICO, SOUTH AMERICA or the ORIENT.

Reduced rate rail transportation from all Western points to Boston or New York may be secured from us.

What Are Your Personal Travel Plans?

Let Us Help You with Them!

TRAVEL DEPARTMENT
The Journal of Education
6 Park Street **Boston**

SUMMER SESSIONS
for TEACHERS

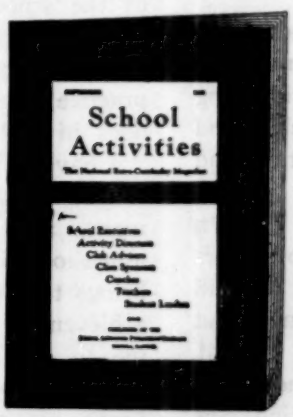
Begin June 29 . . . close August 7, 1936

Teachers requiring credits for purpose of certification, or who are candidates for degrees will find the program of courses for summer sessions at Temple University ideally adapted to their needs. Send today for complete catalog, and booklet of recreational interests afforded. Classes commence June 29th and close August 7th.

Historic Independence Hall

Address Office of the Registrar, Broad Street and Montgomery Ave., Philadelphia, Pa.

TEMPLE UNIVERSITY
IN PHILADELPHIA



SCHOOL ACTIVITIES MAGAZINE

DR. HARRY C. MCKOWN
Editor

Is the only educational journal in the activity field. It renders service to schools through authoritative, interesting, and helpful material on:

Clubs
Debate
Athletics
Guidance
Dramatics
School Spirit
Home Rooms
Honor Societies
Literary Societies
Student Government
Supplementary Organizations
Administration and Supervision
Trips and Excursions
Financing Activities
School Citizenship
Program Material
Commencement
Point Systems
Publications
Assemblies
Parties
Music
Plays

SUBSCRIPTION PRICE
$2.00
THE SCHOOL ACTIVITIES MAGAZINE
Topeka, Kansas

vited by his parents to call. Some teachers say they find it a good way to go with the pupil home from school. Each teacher will, of course, prefer her own individual methods. The first essential is that she will make herself an acceptable and gracious guest. Her aim is to make every one in the family speak well of her after she leaves. She will need, of course, to be very adaptable socially, for she will meet parents, other adults, and children younger or older than her pupils —with all of whom she will seek to ingratiate herself.

Families she visits will vary widely in education and interests, and in speech and manners —in degree of culture and in refinement. Let us hope she always will reveal "good breeding."

•

The following suggestions are proposed:—

1. She is calling as a guest, not as a school official.

2. She is going to show very high regard for the personality of all her hosts. She is going to be sufficiently humble and make them feel worthy and properly important.

3. After making it known that she is the teacher of a certain child of the family, she will aim to talk little or none about herself and her work; instead, she will try to induce her hosts to do nearly all the talking. She herself will be a courteous and enthusiastic listener. She will cultivate the art of making (when necessary) her hosts talk.

4. She will think of a worthy compliment to make briefly about the child who is her pupil, but she will carefully avoid reference to any of his shortcomings. If members of his family speak of his ills this teacher, during the visit, will endeavor inoffensively to divert them.

5. Matters concerning any delinquency of the pupil will be deferred, as a rule, to a later visit by appointment, when the child will not be present.

6. The visit will be brief.

7. The teacher on leaving will invariably extend an invitation to her hosts to "visit us at school."

8. On visiting a home, the teacher's personal neatness, her carriage and demeanor, her voice and speech, her general attitude and bearing, will win or lose her favor with her hosts.

9. Home visiting by teachers will be more effective when prompted by professional zeal of each visitor. Although an occasional superintendent assigns home visiting to all teachers as a duty, others prefer to make it a matter of professional salesmanship.

From a Schoolman's Diary

By FRANCIS READ

A High School Principal

A TEACHER TEACHES ME

In my youth I heard an admired pastor say that the pew influences the pulpit quite as much as the pulpit does the pew. Translated to the realm of the school this might mean that teachers have as much to do with shaping the attitude and practice of the principal as he does in fashioning theirs.

I have in mind a teacher who is very enthusiastic about his work, and who is imparting much of his zeal to me. He brings to my attention any high achievement of his pupils, asks me to read notable articles in his professional magazine, and keeps me abreast of developments in his field. Although I knew but little about his department a few years ago, now I am greatly interested. I consider the work of this teacher among the most important in our curriculum, am glad to recommend the purchase of new material, and am doing all I can to help build up the department.

Teachers who feel that the principal is little interested in their work are often themselves largely to blame. Instead of complaining about the situation, they should seek to remedy it.

•

COMPENSATION

We school men often get discouraged about our salaries. We feel that the rewards for teaching are not at all commensurate with its importance. We are constantly handicapped in providing for our own improvement and for the welfare of those dependent upon us.

There may, however, be some social advantage in our situation. The great majority of the young who are under our influence come from homes that are severely handicapped by poverty.

A situation where millions of our best citizens feel the pinch of poverty in a land of plenty is absurd. One of the chief aims of the schools of today is to bring about through the right education of youth a greater justice among our people. The treatment which we teachers give social and economic problems will be far more serious and effective because we have direct knowledge of the emergency that confronts the nation.

Which Summer School?

Helpful Information About Some Representative Summer Sessions

CONNECTICUT

TRINITY COLLEGE, Hartford. Irwin A. Buell. $50 for full course; $25 for half course (3 semester hours). 2 courses in education; 20 others. Small classes permitting discussion and individual attention.

DISTRICT OF COLUMBIA

GEORGE WASHINGTON UNIVERSITY, Washington. Dean Robert W. Bolwell. $8 per credit hour. 16 courses in education; 78 others. All the advantages of study, recreation, and exploration at the Nation's Capital.

ILLINOIS

NORTHWESTERN UNIVERSITY, Evanston. E. H. Hahne, Director. Tuition varies according to work taken. In general, undergraduate tuition is $70 for nine semester hours of credit; graduate tuition $50. 80 courses in education; 290 others. Campus is on shore of Lake Michigan.

UNIVERSITY OF CHICAGO. James M. Stifler, Secretary. $33.33 per course; $100 per quarter (three or more courses). 50 courses in education; 375 others. Lake shore, parks, tennis, golf, swimming, pools, and horseback riding. The Summer School is an integral part of the academic year; all instruction by Chicago faculty; libraries and other facilities in full use.

UNIVERSITY OF ILLINOIS, Urbana. E. H. Cameron, Director. $20 for state residents; $30 for out-of-state residents. 38 courses in education; 400 others. Graduate courses especially designed for high school teachers, in education and the academic subjects.

MAINE

UNIVERSITY OF MAINE, Orono. Roy M. Peterson. Registration fee $5; one course (2 credits) $15; each additional course $10. 20 courses in education; 110 others. A million summer visitors each year enjoy Maine's unrivaled climate. A wide range of courses for teachers, administrators, and physical education directors. Special features: Junior-Senior High School Institute and Maine Institute of World Affairs.

MASSACHUSETTS

BOSTON UNIVERSITY, Boston. Atlee L. Percy, Director. $20 per course. Registration fee $6. 55 courses in education; 172 others. Strong industrial program with trips to historical, literary, and industrial points. Courses of interest not only to students but to adults who desire superior opportunity for self-improvement and professional advancement. Exceptional opportunity for graduate study.

CLARK UNIVERSITY, Worcester. Robert S. Illingsworth. $20 per course; $35 for two or three courses. 4 courses in education; 16 others. Worcester is centre of region of historic and geographic interest. Clark University specializes in a few closely related subjects, geography, history, sociology, and international relations. Small classes give opportunity for individual attention.

HARVARD UNIVERSITY, Cambridge. $25 per course; $50 per session. 41 courses in education; 150 other courses. The 1936 session is to be of especial interest and value because of the celebration of the three-hundredth anniversary of the founding of Harvard. Courses are arranged to meet the needs of both undergraduate and graduate students. In addition many of the courses will appeal to those not interested in collegiate credits but vitally concerned in personal development. *See advertisement on page 231.*

STATE TEACHERS COLLEGE, Hyannis. Herbert H. Howes. $10 per course. 9 courses in education; 16 others. Golfing and salt water bathing; the school has its own beach. Summer Session is planned especially for two- and three-year graduates working for a State Teacher's degree, and those who seek professional growth but have no definite certificate in mind.

NEW JERSEY

RUTGERS UNIVERSITY, New Brunswick. C. E. Partch. $8 per semester hour of credit. 74 courses in education; 144 others. Moderate climate. Facilities for tennis, swimming, and other forms of recreation. Excellent instruction staff; carefully planned courses; special consideration of teachers' problems.

NEW YORK

CORNELL UNIVERSITY, Ithaca. Loren C. Petry, Director. $50 per session. 48 courses in education; 250 others. Advantages of large University away from urban surroundings.

UNIVERSITY OF ROCHESTER, Rochester, New York. E. B. Taylor, Director. $9 per hour credit. 8 courses in education; 46 others. Rochester is ideally located for summer study with cool and pleasant climate.

HUNTER COLLEGE OF THE CITY OF NEW YORK. A. Broderick Cohen. 18 courses (approximately) in education; 183 others. Hunter College enjoys a proximity to Central Park. Within walking distance of the College are Metropolitan Museum of Art, the Museum of Natural History, Radio City, and other places of interest. Courses in Summer Session open to qualified persons who wish instruction in graduate and undergraduate academic, commercial, and professional courses.

OHIO

KENT STATE UNIVERSITY, Kent. $15 per session. 24 courses in education; 190 other courses.

OBERLIN COLLEGE, Oberlin. Carl C. W. Nicol. $10 per credit hour; $50 to $60 per session. 3 courses in education; 35 others. Golf, swimming pool, recreation camp, and tennis are among its recreational activities. The Summer School gives the student an opportunity to carry on his college work in small classes and in general under ideal conditions. Individual work with an instructor is a common feature of the Oberlin Summer School.

PENNSYLVANIA

PENNSYLVANIA STATE COLLEGE, State College. W. G. Chambers. $15 to $18 per course; $30 to $48 per session. More than 100 courses in education; about 300 others. A mountain environment of rare charm with all forms of recreation. More than 40 different departments offer work;

(Continued on Page 241)

Book Reviews

"Math" for the Masses

SURVEY OF HIGH SCHOOL MATHEMATICS. By Joseph A. Nyberg, Hyde Park High School, Chicago. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

For schools and teachers who would adapt high school mathematics to the needs of that majority who will not go on to college, this text will be of unusual interest. In it one meets mathematics without its tuxedo and stiff shirt and black tie—merely wearing everyday clothes, now business attire, again overalls.

Starting with a review of fractions, the text proceeds with formulas, equations, graphs, positive and negative numbers, the language of algebra, portions of geometry and trigonometry, and logarithms. It provides a superabundance of exercises, thus allowing for selections and omissions. It tells much about mathematics without attempting the rigid proofs of all its theories and principles that the pupil aiming at college has to con.

One stated purpose of the authors has been to awaken in the pupil a desire for further study.

This "Survey of High School Mathematics" may even discover mathematical taste and aptitude where the more formal text might fail to do so. At any rate, the recognition of the non-college group in high schools proceeds apace, while university strings rapidly weaken their hold upon those young people who will not enter universities.

• •

Literary Riches

WORLD WRITERS. Edited by William L. Richardson. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

To gather into one volume of convenient size a sampling of all important types of literature from all nations and all times is an audacious if not impossible task. Yet "World Writers" is a surprisingly successful hazarding of that difficult enterprise.

The arrangement is by literary patterns rather than by nations. Within each type or pattern a chronological sequence is maintained. Thus one may study the tale, the epic, the essay, biography, lyric poetry, or what not over a range of time and territory that permits observations on the development of each form of writing. The reader discovers a certain universality of human interest which is immensely broadening.

Many of the selections are complete. Others are excerpts dealing with an episode or unified portion of some work too lengthy to be given in its entirety in such a book.

Introductory notes, explanatory footnotes, suggestions for further reading, a biographical index and other features mark this as a masterly achievement of editing for school purposes. One feels that this is not a mere random collection but a carefully unified picture of a vast composite of mankind's thought-recording efforts; a vivid cross section of a rich and enduring heritage belonging to each one of us.

• •

High School Teaching

PROGRESSIVE METHODS OF TEACHING IN SECONDARY SCHOOLS. By Nelson L. Bossing, Professor of Education and Director, University High School, University of Oregon. 704 pages, cloth. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Although the principles which underlie good teaching are the same for all levels of instruction, the secondary school offers its own peculiar problems. Hence the value of a special treatment such as Dr. Bossing has provided in this volume.

Designed as a text for prospective teachers in the secondary schools or as an aid for those already at work there, the book opens with a consideration of educational theory as it applies to the upper grades from seventh to fourteenth. This section enables the student to proceed with understanding of the purposes to be sought and the general avenues of approach. Next comes a study of classroom organization — a subject not too clearly comprehended by the average teacher in the secondary school or elsewhere.

The third and fourth units deal with methods and their adaptability to the teaching of high school boys and girls—and the author disavows any belief that there is one best method. He urges the trial of various methods with a view to discovering those best suited to the individual teacher or class, and for the sake of diversity and the teacher's own growth in the mastery of techniques.

A fifth and concluding unit is concerned with the subject of tests and measurements, as means of evaluating the quality and success of the teaching effort.

The volume is an important addition to the literature of modern education. The author is manifestly liberal and progressive without being intolerant.

• •

A Dewey Workshop

THE DEWEY SCHOOL. By Katherine Camp Mayhew and Anne Camp Edwards. With an introduction by John Dewey. New York and London: D. Appleton-Century Company, Inc.

No living American has so profoundly influenced educational practice as John Dewey. Unusual interest will therefore attach to this volume, which describes the laboratory school conducted under Dr. Dewey's direction between the years 1896 and 1903 at Chicago. The project was a co-operative one, maintained by parents, teachers, and educators, seeking the key to a more vital form of educational experience for children.

As Dr. Dewey says in his foreword to this book, the writers were in position to know what took place in the laboratory school, and their account makes authentic history. The problems which The Dewey School undertook to solve are still in process of unraveling. But the core of the entire movement, the so-called progressive education, is to be found in this record.

For its growing significance in our day, the point which Dr. Dewey names as particularly worth noting in the laboratory school of thirty years ago is the effort then made to combine truly individualized development of the child with consideration for the interests of society itself. The reader will learn from this portrayal of the Dewey School at the University of Chicago how early and how clearly the need of reconciling these two aims was realized.

Winshipisms

"Do not become treadmilled by your work."

•

"Teach thankfulness. Call attention to the innumerable causes for gratitude and to the benefit it is to any one to appreciate the good things of life."

•

"Always be on the lookout for good traits in bad children."

The News Digest
OF EDUCATION

Oath Stands

Repealers Are Routed In Massachusetts House

BOSTON.—The fight to strike the teachers' oath law from the Massachusetts statutes ended in a complete rout for its foes recently when the House refused to give a third reading to the bill seeking repeal of the law by a roll call vote of 133 to 88. The summary rejection of the repealer thus brought an end to the bitterest legislative contest of the current session. This margin of 45 votes was even greater than that by which the original measure was engrossed by the House last year. The representatives engrossed the bill by 130 to 94 last June, and it became law on October 1. The committee on education reported favorably to the House on the petition seeking repeal of the oath law. Of the fifteen members of the committee, seven favored repeal, six dissented and the other two reserved their rights. The current bill for certification for teachers, under which teachers would have to be certified by a state board before they could teach, has been pigeonholed by the Legislature.

"Pressure Groups"

Speaker Predicts Fascist Revolution

OKLAHOMA CITY. — Dr. Harold Hand, of Leland Stanford University, declared here that "minority groups" which seek to "tell the teacher what to teach" will bring on a "Fascist revolution in America." Speaking before junior high school teachers at the Oklahoma Education Association Convention, Hand named "The American Legion of Valour, the United States Chamber of Commerce, the D. A. R., and the Sons of the Sons of the American Revolution" as "pressure groups." Hand cited W. C. T. U. essay contests as an example of "pressure group attempts to use the schools."

Toe Writing

Exercise Said to Aid Posture of Students

SALT LAKE CITY, Utah. — Girl students at the University of Utah are learning to write with their toes. A piece of chalk clutched between their first and second toes, members of physical education classes write copy book maxims on a blackboard on the floor. It's all for the sake of posture. Dr. H. L. Marshall, head of the student health bureau, says any exercise that develops the muscles of the feet tends to improve posture. But Sidney W. Angleman, who teaches English composition to the freshmen, had another idea. "We may have them write their themes with their toes for legibility's sake," he said.

Progressive Group Stresses Need of Educational Reforms

ATLANTA, Ga. — Wholeness in the development and education of the individual as a human being, unification of subjects in the curriculum with singleness of purpose and a frank and fearless study of problems attendant upon the transitional period in present world conditions with which the individual must learn to cope were the keynotes of the Southeastern Conference of the Progressive Education Association that convened here.

The inadequacy of the conventional school to meet present-day problems was stressed throughout the two-day conference.

"The sympathy and awakening in the thought of the Southeast is marked," Dr. Harold Rugg, of the Teachers College, New York City, said. "I find here the same awakening that I find in New England; the same alertness that I find in the middle and far West. It impresses me that this awakening is nationwide."

Communities must change their attitude toward teachers and teachers must know more about what is going on about them in their communities and in the world, Dr. Laura Zirbes, of Ohio State University, said, adding that the teacher must be above partisanship. Teachers must have a scholarship not found in books, but in contacts, she pointed out.

Dr. Lois Hayden Meek, of the Child Development Bureau of New York City, held that the hope of society rested in the creativeness of the children in our schools.

"Most of our colleges are too large for individual education," Dr. John A. Rice, of Black Mountain College, said. "For individual education, small units are required. I should say that 100 to 125 students should be the maximum enrollment of a college."

Freshman

56-Year Old Lawyer Goes Back to College

CHATTANOOGA, Tenn. — Thomas D. Fletcher, freshman of the University of Chattanooga, seemed to be in line for some kind of a prize. He held these titles: lawyer, former school teacher, former member of the State Legislature, the university's only freshman with whiskers. Freshman Fletcher is fifty-six. He had been practicing law here for twenty-six years when he decided to go to college. "I expect to be much better in my profession as a result of this training," he said.

Talk Signals

Speakers Proceed According to Lights

EUGENE, Ore.—Taking a tip from automatic traffic signals, and from the frequently heard "gong" of amateur radio hours, a "speech regulation" device that protects audiences from boredom and aids students in perfecting their manner of public speaking has been invented by John L. Casteel, professor of speech at the University of Oregon. The device is a board, on which are placed a number of colored lights. When the red light flashes, the student sits down. If the speaker's enthusiasm wanes, and he slows up unduly, a light opposite the words, "Fire up!" flashes on. The blue light serves as a warning to the student who balances first on one foot and then the other, while an orange bulb signals the boy or girl to "look at his audience" rather than gazing at the floor or out the window. A white light says "take your hands out of your pockets." A purple light says "be more specific." The light board not only is an aid to the student, but has added zest to the class work, both for the speakers and for those who must listen.

No Homework

Educator Would Have Studies Completed in School

MELBOURNE, Vic. — Abolition of homework in all state schools, and a corresponding reduction in the curriculum, was urged by the annual conference of the Victorian Teachers' Union in Melbourne. Introducing a motion to that effect, J. G. Greening, of Gisborne, said that the general opinion was that homework "drove home" the work done at school during the day. However, he considered that the normal child, under the guidance of the average teacher, could grasp the work done in school, and that there was no need for the added burden of studying at home at night. If the work was too much to be covered in school, it should be reduced. The school child should be permitted to lead the life of a normal young human being. Mr. Greening was convinced, he said, that 98 per cent of children disliked homework.

War of Cities

EVERETT, Mass. — The Everett school controversy over employment of out-of-city teachers has been settled with the adoption of a resolution against the employment of teachers from other cities when Everett applicants of equal qualifications were available. The teacher over whom the contention arose is Miss Mary Masterson, of Boston, daughter of Robert B. Masterson, principal of Boys' Memorial High School, Roxbury. In retaliation, John F. Dowd, member of the Boston City Council, said he would sponsor an order calling on the Boston school committee to discharge the entire group of non-resident employes, estimated at about 1,616 in the Boston school department. Dowd asserted that although paying no taxes in Boston, the teachers and other out-of-town employes of the school department receive more than $3,000,000 in salaries annually from the city.

Student Life

Soviet Colonies Set Up With All Facilities

MOSCOW.—Soviet students at the various universities and institutions of Moscow live in colonies which are complete little cities in themselves. Studgorod, located in the outskirts of the city, is one of nine such colonies, and is made up of dormitories, reception rooms, clubs, a theatre, a cinema, library, tailors, hairdressers, nursery, and a commissary, where prices are exceptionally low. From July 1 to September 1 students are sent on vacations, with a choice of a resort, sanitarium, or farm. Transportation, as well as room and board, is free. Many students in this colony are married. Some have children, and a nursery adjoins the colony. Frequently one sees men and women in these dormitories who are middle-aged.

Teach Truth

Educator Explains Business of Schools

AMHERST, Mass. — Massachusetts teachers would have no trouble with academic freedom if they remembered the difference between teaching and "teaching about," Frank W. Wright, of the State department of education, said. He addressed 500 supervisors and principals of elementary schools at their annual meeting at Massachusetts State College. "It is the business of the schools," he declared, "to examine every item which goes to make up our changing civilization, and then to teach the truth as we find it." Meetings of the conference were under the direction of Mrs. Florence I. Gay, state supervisor of elementary education.

Peace College

F. A. Moore Advocates Anti-War Training

PHILADELPHIA. — Establishment of a government supported peace college to train young men in the economic and other factors involved in the maintenance of peace, as Annapolis and West Point train them in the preparation for war, was advocated by Fred Atkins Moore, director of the Chicago Council of Adult Education, in an address here. Mr. Moore stated that the United States is in an ideal position to remain out of war itself and could therefore very well take the lead in formulating a new world economic planning system that could wipe out war in other parts of the world.

W. A. Baldwin

SPRINGFIELD, Mass.—William A. Baldwin, well-known educator, author, and frequent contributor to The Journal of Education and other publications, died at the home of a son in Ridgewood, N. J., April 5, after a short illness. His body was brought home to this city for interment in Springfield Cemetery.

Mr. Baldwin was a native of Volney, N. Y., and was in his seventy-sixth year. He had recently completed a four-months' journey to the Hawaiian Islands via the Panama Canal. He had been accompanied by Mrs. Baldwin and one of their sons, Henry Skinner Baldwin, and the latter's wife. Mr. Baldwin's ten-weeks' stay in Honolulu was one of the greatest interest and pleasure to him. He won the respect and affection of the people of the Islands through his many contacts as lecturer and educational consultant.

He received his formal education at Oswego Normal College, Cornell, Chicago, and Harvard, and in Europe. He had been superintendent of instruction at Oswego, N. Y., Andover, Danvers, and Belmont, Mass., and was President of the State Normal College at Hyannis for twenty-seven years, during which time he distinguished himself as a pioneer in progressive education. More recently he had been a lecturer in education at the Rhode Island College of Education and had continued on the faculty of the summer school at Hyannis. His book, "From the Old to the New Education," published several years ago, is still a standard text for students of educational developments. He was a member of many clubs and educational groups.

Furthest North University Is Thriving in Its Fifteenth Year

FAIRBANKS, Alaska. — Education, on the march along the frozen frontiers of Alaska, has stationed a thriving university here just a few hundred miles below the Arctic Circle. This furthest North university is 470 miles inland and 2,000 miles from its nearest university neighbors, those of British Columbia at Vancouver and of Washington at Seattle.

Dr. Charles E. Bunnell, president of the University of Alaska, has been head of this school since it was founded in 1921. He said that its entrance requirements are the same as those of larger and older institutions and its credits given full values by other universities.

Since it was founded, several commencements in its infancy found only one graduate waiting for a diploma.

But there are 180 students now, ninety-eight of them from Alaska. The others came from the States and foreign countries.

It gives four-year courses leading to the usual degrees in a wide variety of subjects. Mining engineering, business administration, and arts are the most popular. Beginning next year it will adopt a five-year course in civil and mining engineering.

Of the ninety-four university graduates, seventy remain as residents of the Territory, one a member of its Legislature, and others claimed by engineering, teaching, or business professions.

Among the Schools

Work House

Classes Being Held In Modern Bungalow

INDIANAPOLIS, Ind.—A modern bungalow with all the atmosphere of a pleasant home is the laboratory for homemaking courses taught at the Broad Ripple High School here. Containing five rooms and bath, the cottage is said to be the very last word in modern efficiency. Laboratory work in this cottage began when the girls in the school's homemaking course planned and carried out the interior furnishing and decorating. Now that the cottage has been put in condition for laboratory cottage purposes, it has become the centre of practical instruction in planning, buying food materials for preparing and serving meals; selecting, making and remodeling clothing; budgeting, child care, nursing and other homemaking projects. This cottage is the fulfillment of a hope cherished by Mrs. Stella Richardson, home economics director of the school, and the school principal, K. V. Ammermann, for a number of years.

Remain Open

Alabama County Is To Borrow School Money

MONTGOMERY, Ala.—After weeks of uncertainty, the way has been opened for 20,000 Montgomery County children to continue their schooling for a nine-months' term this year, but other schools are closing throughout the State for lack of funds. Through a local act of the Legislature, the Montgomery Board of Education was enabled to borrow $185,000 with which to operate for the remainder of the current year, but officials said that unless additional revenue is provided the problem will be even more acute next year.

Police Back

To Guard Children at School Crossings

SAN DIEGO, Calif.—San Diego is through temporizing with inadequate school crossing patrol, and regular policemen in uniform will go on duty at school crossings, City Manager Flack declared after Robert Cory, eleven, was injured fatally by an auto at a school crossing. The manager is asking for sixteen additional policemen for the crossing patrol. The officers will be used on other police work when not on crossing duty. Regular police school guards were stationed at a number of schools several years ago but through economy moves they were replaced by part-time employes recruited from pensioners, then by SERA workers, and lately by WPA workers.

"Mike" in Room

Principal May Hear What Teachers Are Doing

WINNIPEG. — An electric "tattletale" system that tells the school principal what his unsuspecting teachers are doing is being tried out in Winnipeg secondary schools. School Inspector Andrew Moore explains that a system of microphones, installed in each classroom, is connected to a loud speaker in the principal's office. Moore can sit in the office, turn a switch, and listen-in to any class he selects — an arithmetic recitation, study-hall supervision or a teacher's lecture on the decline and fall of the Roman empire. Moore said the apparatus is designed to get first-hand information on teaching methods, saving individual teachers the labors of filling out questionnaires or writing memoranda on study and recitation information.

Convert Casinos

Juarez Gambling Houses Now Schools

JUAREZ, Mexico. — Two more former gambling palaces in old Juarez will be turned into schoolhouses under President Lazaro Cardenas' double-barreled program of increasing educational facilities and eliminating the gambling evil. While workmen were busy installing desks and blackboards in the historic Tivoli, probably the most famous of Juarez's casinos, orders were received from the Mexican educational secretariat that the Keno and the O.K. Saloon likewise were to be taken over for schools.

Raise Pay

Barre Votes Cut Restoration to Teachers

BARRE, Vt.—Barre school teachers who took a voluntary pay cut of 10 per cent two years ago, will have five per cent of it restored under next year's contract. The restoration includes janitors, school nurses, and teachers, but not principals or superintendent.

Wedding

Eighth Grade Pupil Marries His Teacher

LIVINGSTON, Tenn.—Except for teacher's name, the wedding of Harlis Reeder and Miss Pauline Roberts didn't make much change in things at Independence School, near here. Following the recent ceremony, Mrs. Reeder resumed her duties as teacher, while the bridegroom went back to his desk as an eighth-grade pupil.

University of Vermont

Burlington-on-Lake Champlain

Summer Session

JULY 6 1936 AUGUST 14

Graduate Courses
Undergraduate Courses
Special Courses for Teachers

Liberal Arts, Education, Engineering, Business, Pre-medical Courses. Special Courses in Art, Home Economics, Music, Physical Education, Play Production, Industrial Arts, Demonstration School.

VACATION RAILROAD RATES

Excursions to Montreal, Lake Placid, Ft. Ticonderoga, Adirondack and Green Mountains under University direction.

Excellent Program of Entertainments

Write for illustrated bulletins

BENNETT C. DOUGLASS
Director, Summer Session
University of Vermont, Burlington, Vt.

Make your "Card Catalogue" alive with *Wilson-Way* Photos.

Wilson-Way School Photography, Cambridge, Mass.

No Busses

Funds Run Out, So Pupils Cannot Ride

RICHMOND, Va.—A. B. Noblin, Scott County school supervisor, estimated that between 1,500 and 2,000 pupils were without transportation, as school busses ceased operation in compliance with a School Board order. Mr. Noblin said, however, that he understood a few busses might be privately run, through agreements with students' parents. Ten busses ceased operating when the Board of Supervisors failed to appropriate maintenance funds for the remainder of the session. M. R. Stallard, chairman of the Board of Supervisors, contended that the board is not to blame for the lax funds since supervisors had approved in last year's budget an item covering bus expenses for the session.

Wire Tapping

Girls Approve Faculty Listening in

TARRYTOWN, N. Y.—The girls of Highland Manor School and Junior College here approve of the school authorities listening in on their personal telephone calls if their parents have requested it or when the school authorities consider it necessary for the students' welfare. Dr. Eugene H. Lehman, director of the institution, felt the students had a right to discuss the matter and state any objections they might have. A forum was convoked. A vote of the students showed general agreement with the school authorities' policies. Dr. Lehman was more than ever satisfied his encouragement of student democracy was practical.

Liberia Invites

Professors Asked to Teach There on Sabbatical Leave

MONROVIA, Liberia. — American professors on sabbatical leave are invited to come to Liberia. Lester Walton, American Minister to the African Republic, which derives four-fifths of its educational funds from the United States, says: "I am writing to a number of educational leaders in America. We think it would profit them and Liberia if American professors on sabbatical leave would come here." The plan would give three schools — the College of West Africa, maintained by the Methodist Church; the College of Liberia, maintained by the government, and the Booker Washington Industrial Institute at Kakata — outstanding American teachers to augment their staffs. The Americans would not be expected to draw pay from the Liberian government, which still is having a hard time economically.

Meet These Contributors

CHARLES J. DALTHORP (*"Teacher Makes a Home Run,"* page 223) has been connected with the schools of Aberdeen, South Dakota, since 1920. Before he became superintendent, in 1929, he had been principal of the high school. He excels in faculty selection and organization, and believes in facing problems squarely and getting his teachers to do the same.

JOHN T. BROOKS (*"Knight in Tinfoil,"* page 226) writes: "Pedagogues have branched, umbrella-like, from the Brooks family tree on both sides, clear from the bottom. (My father was John D. Brooks, a frequent contributor to The Journal of Education). Philadelphia-born, graduated from a Pennsylvania high school, I saw life in the red for two years, as bellhop, farmer, mail carrier, and house painter, and obtained bachelor's degree in 1930 from State Teachers' College at Slippery Rock, Pa. I am now working toward a master's degree at University of Pittsburgh,—between floods and teaching. I am married and drive a green Ford coupe (1934)."

WILLIAM A. McKEEVER (*"A School for the Aged,"* page 229) was born in a Kansas log house, was farmer, ranchman, country school teacher, faculty member in Kansas University and Kansas Agricultural College twenty years, widely traveled lecturer and author of a score of books on psychology and education of the young. Is now a practicing counselor in problem psychology, in Oklahoma City. His hobby is his "School of Maturates."

GEORGE W. LYON (*"Why Worry?"* page 231) has held several high school principalships and was English instructor in Carnegie Institute of Technology, and elsewhere. For six recent years he was connected with Pittsburgh public schools. His creed of education: "I believe the ultimate aim of all education is character building, and to this end let us have more of the essential facts and fundamentals of life."

W. O. FORMAN (*"The Principal as Interpreter,"* page 224) has recently taken over the re-organization of the Morgantown Junior High School to include the Ninth Grade. Many new changes in building arrangement, classroom plans, teaching technique, new textbooks and source material, and a wide activity program have given this thirty-eight-room building a modern touch with many new changes to be made next year. Curriculum changes adapted to pupil needs have been the outstanding feature.

Campbell Re-elected

BOSTON. — Dr. Patrick T. Campbell was re-elected superintendent of the Boston public schools for a six-year term by the unanimous vote of the Boston school committee. Each member of the school committee expressed appreciation of the service rendered by Dr. Campbell as superintendent during the past five years. The committee also voted for the re-election of Michael J. Downey as assistant superintendent and appointed Ambrose B. Warren master of the high school in West Roxbury.

GOOD TEACHERS IN DEMAND

Largest Teachers' Agency in the West. Est. 1906. Unexcelled Service. Copyright Booklet, "How to Apply, etc." free to members, 50c to non-members.

ROCKY MT. TEACHERS AGENCY

WM. RUFFER, Ph. D., Manager

Handwriting Ability Can Be Scientifically Measured

In a very short time The American Handwriting Scale has supplanted older methods of grading elementary school handwriting. There are four reasons for this:—

1. The Scale is **scientifically** devised, using actual specimens of pupils' writing for quality ratings.
2. The Scale measures achievement in both **rate** and **quality** of writing.
3. The **Manual** accompanying the Scale gives concise and explicit directions for its use.
4. The Scale is equally efficient in a class, school or school system handwriting survey.

Complete Scale, Manual and Record Blank, postpaid, 50c. Send for our complete catalog.

THE A. N. PALMER COMPANY

55 Fifth Avenue, New York, N. Y.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Art Supplies

Practical School Supply Company
1315 S. Michigan Blvd., Chicago, Ill.

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Lyons & Carnahan, New York

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Row, Peterson and Co., Evanston, Ill.

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

Handwriting Aids

THE A. N. PALMER COMPANY
New York-Chicago-Portland, Ore.

Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
Handwriting Awards and Incentives.

Jewelry

L. G. BALFOUR COMPANY
Attleboro, Mass.
Class Rings and Pins
Commencement Announcements, Diplomas, etc.
Typing Awards Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Light Meters

Sight-Light Corporation, Chrysler Building, New York City.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Photography For Schools

WILSON-WAY
SCHOOL PHOTOGRAPHY
Cambridge, Mass.

Pictures and Prints

Hale, Cushman & Flint, Inc.
(The Medici Prints), Boston, Mass.

School Architects

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

Which Summer School?

(Continued from Page 235)

special stress placed on graduate and professional courses.

TEMPLE UNIVERSITY, Philadelphia. Courses ideally adapted to needs of teachers requiring credits, or who are candidates for degrees. *See advertisement on page 233.*

UNIVERSITY OF PITTSBURGH, Pittsburgh. F. W. Shockley. $10 per credit. 93 courses in education; 341 others. Delightful climate. Unusual social and recreational program sponsored by University. Graduate and undergraduate study. Exceptional program for teachers. Demonstration schools. Intensive laboratory courses.

VERMONT

MIDDLEBURY COLLEGE, Middlebury. Mrs. Pamelia S. Powell. $190-$250 per session. Courses in English, French, German, Italian, Spanish. Writers' Conference. In the most beautiful section of the Green Mountains. The school aims to train students in a mastery of the spoken and written language and in an intimate knowledge of the civilization and literature of foreign nations.

UNIVERSITY OF VERMONT, Burlington. Bennett C. Douglass. $18 per course; $9 per point of credit; $2.50 enrollment fee. Situated on Lake Champlain. Opportunities for swimming, camping, mountain trips, golf. Graduate and undergraduate courses. Special courses in Music, Art, Nursing Education, Industrial Art, Language, Elementary and Secondary Education. Demonstration School—rural and city. *See advertisement on page 239.*

What Camp?

There are 400 better camps—

4000 others.

THE SUMMER CAMP GUIDE, 96 pages, with heavy paper covers in three colors, lists geographically and statistically the 400 better camps throughout the country.

THE ILLUSTRATED SECTION describes in detail about 150 of these.

INTRODUCTORY CHAPTERS include "Advising Parents About Camps," "Selecting the Camps," "What Parents Should Look For," "What the Boy Wants," "What the Girl Needs," "Selecting the 400."

Sent prepaid on receipt of 25 cents (stamps accepted). Discount on quantity.

Porter Sargent
11 Beacon Street, Boston

DIRECTORY OF TEACHERS' AGENCIES

THE GRACE M. ABBOTT TEACHERS' AGENCY
GRACE M. ABBOTT, Manager
120 BOYLSTON STREET, BOSTON
Member National Association Teachers' Agencies

AMERICAN AND FOREIGN TEACHERS' AGENCY
19 West 44th Street, New York
Recommends instructors, teachers, tutors and governesses for colleges, schools and families. Careful selection for individual needs.
MISS AGNES HOOKER MISS NELLIE R. TALBOT
Successors to Mrs. M. J. Young-Fulton

THE CARY TEACHERS' AGENCY
Our methods conform to the highest standards of placement work
49 PEARL ST., HARTFORD, CONN. | CLAPP BUILDING, PORTLAND, MAINE | 14 BEACON ST., BOSTON, MASS.

THE FICKETT TEACHERS' AGENCY
EDWARD W. FICKETT, Prop. Tel Laf. 4756
N. A. T. A. Member
8 BEACON STREET, BOSTON
Established 1885

THE FISK TEACHERS' AGENCIES
Boston, Mass., 120 Boylston St.; New York, 70 Fifth Ave.; Syracuse, N. Y., 139 Fage Ave.; Philadelphia, Walnut and Juniper Sts.; Portland, Ore., 409 Journal Bldg.
Send for circular and registration form free

ALBERT TEACHERS AGENCY
25 E. Jackson Blvd., Chicago, Ill.
50th Year — The well prepared and successful teacher is earnestly sought by our many clients for College, Teachers' College, Public and Private School work. Write for folder. Chicago Agency member NATA.
Correspondent Agencies:
E. T. Duffield, 535 5th Ave., N. Y.
Alta B. Collier, Inc., Hyde Bldg., Spokane

KELLOGG'S TEACHERS' AGENCY
Established 1889
31 Union Square, New York, N. Y.
(Broadway at 16th Street)
B. F. Mannion, Miss M. B. Gosman, Managers
Telephone Algonquin 4-1756
We have been supplying teachers to the Public and Private Schools for over forty years. We have no branches. All applications for membership and all requests for teachers receive the personal attention of the managers. Call, write, or telephone us for careful personal service.
Member National Association of Teachers' Agencies

The TEACHERS EXCHANGE
OF BOSTON — 6 PARK ST.
Recommends Teachers, Tutors and Schools.

WINSHIP TEACHERS' AGENCY
ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones: Office and Residence
PROMPT! COURTEOUS! FAIR!
Member National Association of Teachers' Agencies

This space available for Teachers Agency Announcement

Grins Between Grinds

Magician

A man's wife went away on a visit expecting to stay a week. She had such a good time that she wrote her husband that she believed she would stay a month, if he didn't object. He made no objection in his letter to her, but later he secured a copy of the local paper, carefully cut out one little item, and mailed the paper to her. She came home on the next train to find out what that item was about.

• •

Using His Head

Manager (coming in unexpectedly)—"What are you doing with your foot on the desk?"

Clerk—"I've lost my eraser and I'm using my rubber heel instead."

Between Friends

Says Abie: "Cohen, I've been to the bank to borrow some money, and they say all I need is that you sign to this note your name. Then I can have all the money I need. Ain't they fine?"

"Abie," said Cohen reproachfully, "you and I have been friends for many years, and yet you go to a bank when you need money. Abie, you just go again to the bank and say that they should sign the note, and then your friend Cohen will lend you the money!"

• •

From Bad to Works

First Tramp—"I hear times is gittin' better."

Second Tramp—"'Tain't so; they're gittin' worse. Everywhere I asked fer a handout today they offered me nuthin' but work."

• •

Self-Evident

A party of teachers on a tour came upon an Indian brave riding a pony. A heavily burdened squaw walked beside him.

"Why doesn't the squaw ride?" asked the tourist.

"Ugh," said the Indian, "she got no pony."

• •

We've Always Wondered

Bobby—"Dad, what is it that makes corn pop?"

Dad—"Well, you see, the polygonal starch cells in the corn are of such a nature as to facilitate expansion by heat and to render it explosive in character. There is a fracture of the particles along the line of least resistance, in the direction of the two main radii. The endosperm swells considerably as a result, the peripheral portions cohering with the hull but the fractured portions turning back in a more or less symmetrical manner to meet below the embry — Bobby, where are you going? I haven't finished yet."

Bobby—"Little sister wanted to know. So I'm going to explain it to her."

TEACHERS!

. . . GET THE MOST FOR YOUR HOTEL DOLLAR IN NEW YORK

Whether you come to New York for recreation, shopping, summer school or teaching you'll find that you get *superior hotel accommodations for your hotel dollar* here at the Lincoln, one of Gotham's newest and largest hotels.

PLENTY OF SINGLE ROOMS AT **OVER 300 DOUBLE ROOMS AT**

2.50 3.50

TWO ROOM SUITES FROM $7.00

Special rates for longer periods. Send for Booklet T.

1400 outside rooms, each with bath and shower, cabinet radio and servidor
...PLUS all the advantages of a 4 STAR HOTEL IN NEW YORK

FOR BUSINESS... One block to Broadway and Times Square, 3 blocks to Fifth Avenue and eight minutes to Wall Street.

FOR DINING... 3 fine restaurants...the Coffee Shop, the Tavern Grill and Bar, and the BLUE ROOM with dancing.

FOR RECREATION... Sixty-nine theatres within six blocks. Four short blocks to Madison Square Garden for sport events.

FOR QUIET SLEEP... High above the noisy clatter of the street, our 32 stories of fresh air and sunshine assure you quiet rest.

Hotel **LINCOLN**

FRANK W. KRIDEL, *Managing Director*
JOHN T. WEST, *Manager*

44TH TO 45TH STREETS AT 8TH AVENUE · NEW YORK